DOCUMENT RESUME

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TITLE	Planned Variation in the Concept Attainment Model--Set 2 (3 films from the 7-film Responsive Teaching Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The inservice learning module described here concerns increasing understanding, providing information, and encouraging attitude change on the part of students. The content focuses on concept attainment, i.e., showing teachers how to help pupils to use data organized by the teacher in order to determine the "rule" or concept used in differentiating one group from another. In this descriptive report the purposes of the module, the scope and sequencing of topics, and activities and resources involved are described. A critique of the program and ordering information are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PLANNED VARIATION IN THE CONCEPT ATTAINMENT MODEL - Set 2 (3 films from the 7-film Responsive Teaching Series)

Publication Date(s): 1976

Intended Users: The developer states that the program is intended for "teachers" from which the describer infers inservice use. However, the describer feels that the material is adaptable for preservice.

Grade Level(s): Kindergarten, elementary, middle and secondary school

Number: Individual or group

Primary Focus: The product focuses on skill building, increasing understanding, providing information and encouraging attitude change. The content is concept attainment, i.e., showing teacners how to help pupils to use data organized by the teacher in order to determine the "rule" or concept used in differentiating one group from another.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered are models and strategies for the development of concept attainment in students.

School subjects used in the films and text as models are social studies, linguistics, and mathematics.

What participant does in using the materials:

The user reads about a model, views films of the model, engages in discussion, plans two lessons using the model, teaches one lesson to a group of peers and teaches two lessons to small groups of children.

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Resources:

Resources include an Instructor's Manual, a Student's Manual, and three films, each about 23 minutes long. The Manuals include self-checks, transcripts of the films, and a brief list of suggested readings.

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Describer critique:

The program is well designed, well organized, and persuasive. It is easy to use and does an effective job of describing and illustrating the principles and practices of concept attainment. The technical quality of the films is fair; the content very good, although the small groups of what appear to be highly motivated children may lessen the effectiveness of the films for those teaching in less ideal circumstances.

TS100 presenting information - skill building - concept development TD

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1.0 PURPOSES:

Rationale

On page three of the Instructor's Manual, the developer states: "Concepts enable us to group things with common characteristics into larger categories. In this way we do not have a different word for every object, behavior, and event in our environment . . . . Concept learning, both attainment and formation, helps us to determine the common features of the myriad data in our environment."

Goals

The goals of the program are for teachers to learn how to, in the words of the developers:

1. Present "preselected and pre-organized data;
2. "Ask pupils to produce additional examples within the same organization;
3. "Ask pupils to identify the similarities and differences in the sets of organized data and to suggest rules or generalizations that describe the characteristics of each set; and
4. Ask "pupils to apply these rules . . . to new data to see if they hold true."

Objectives

The objectives, as stated in the Instructor's Manual, are as follows:

1. "After reading the following selection, the student should describe the basic idea of a model of teaching the nature of a concept and the process of concept attainment;

2. "At the end of this section the student should be able to identify the four phases of the concept attainment strategy in terms of teacher and pupil activities and describe the teacher's role in each phase of the strategy;

3. "At the end of this section, the student will have viewed at least two filmed demonstrations of the concept attainment model, correctly identifying the four phases of the model, and describing the teacher's opening moves in each phase;and

4. "At the end of this section, the student will be able to use the concept attainment model with pupils, demonstrating at least three of the four phases in appropriate sequence."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

A 69-page, softcover Instructor's Manual and a 69-page softcover Student's Manual are two components of this product. The Instructor's Manual contains the same material as the Student's Manual, with additional material for the instructor numbered I-1, I-2, etc.

Contents:

Instructor's Guide: General Instructions	p. I-1
Instructor's Suggestions - Objective I	p. I-3
Introduction to the Manual	p. 1
An Introduction to the Concept Attainment Strategy Objective 1	p. 2
Instructor Suggestions - Objective 2	p. I-4
The Concept Attainment Strategy - Objective 2	p. 6-10
Self-Check Number 1	p. 11
Instructor's Suggestions - Objective 3	p. I-5
The Concept Attainment Strategy - Objective 3	p. 12-13
Self-Check Number 2	p. 14
Transcript One: Concept Attainment in Language Arts	p. 15-22
Transcript Two: Concept Attainment in Mathematics	p. 23-29
Transcript Three: Concept Attainment in Social Studies	p. 30-38
Instructor's Suggestions - Objective 4	p. I-7
Concept Attainment - Objective 4	p. 39
General Instructions for Peer and Micro Teaching	p. 40-42
Lesson 1 - Introduction to Structural Linguistics	p. 43-48
Lesson 2 - Using the Lattice	p. 49-58
Lesson 3 - Concept Attainment Using Ordinary Objects	p. 59-60
Teaching Analysis Form	p. 61-64
A Final Word	p. 65-68
Recommended Reading	p. 69

Films - each about 23 minutes long:
"Alternating Arrows"
"Kinds of Sentences"
"Social Relationships"

Sequence

There is a training sequence stated on page I of the Instructor's Manual. The objectives are followed in numerical order. There are no prerequisites for use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user interacts with an instructor, peers and classroom students. The learning setting is a classroom equipped with a film projector and a screen. The instructor's role is to facilitate and enrich the activities by leading discussions, presenting visual material, managing the organization and logistics of the program for peer teaching and microteaching. The learner reads the material, engages in discussion, views films, takes part in activities such as peer teaching and microteaching. The learner interacts with the instructor, peers and students if the course is used in a group setting. The participant may complete the sequence on an individualized, self-paced basis. The developer leaves the pacing and time required to the discretion of the instructor. The describer infers that a minimum period of two weeks is advisable.

3.2 Help given in use of product:

The product includes an Instructor's Manual including transcripts of the films. There are no guidelines for adaptation. The instructor should be familiar with the material before attempting to give a group presentation and the describer infers that the instructor should either be a teacher or have had teaching experience.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are two self-checks, both brief. The peer teaching and microteaching activities are videotapes and can be used for evaluative purposes. They are analyzed by the participant and a peer or the instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The developer leaves the question of time spent to the discretion of the instructor. The describer infers that a period of two weeks would be a minimum period in which to complete the program. Classroom space is required if the program is used in a group setting. A film projector for 16mm film and screen are necessary. For microteaching purposes, a school building and students are required. Administrative and organizational arrangements must be supplied by the user and/or the instructor. A videotape recorder is required.

5.2 Distributor name/address:

National Resource and Dissemination Center
Department E76
University of South Florida
Tampa, Florida 33602
(813) 974-2875

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
PLANNED VARIATION IN THE CONCEPT ATTAINMENT MODEL: SET 2 includes:				
Instructor's Manual	$3.00	no	one	yes
Student's Manual	$3.00	no	one	yes
Films:				
"Alternating Arrows"	$175.00	$15/5 days	one	yes
"Kinds of Sentences"	$175.00	$15/5 days	one	yes
"Social Relationships"	$175	$15/5 days	one	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The three developers are Greta Morine-Dershimer, Marsha Weil, and Elizabeth Vallance. Ms. Morine-Dershimer was formerly with the Far West Laboratory for Educational Research and Development and is currently with the Teacher Corps in Oakland, California. Marsha Weil and Elizabeth Vallance are with the Oakland School District, Oakland, California. All three have had classroom teaching experience.

6.2 How developed and when:

The product was developed over a two year period with federal funds, under the auspices of the Far West Laboratory for Educational Research and Development. The product was field tested in the Oakland Public Schools with children of varying age levels and backgrounds.

6.3 Evidence of effectiveness with users:

The product was extensively edited and reworked for clarity and effectiveness.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The program appears to be highly effective in enabling users to understand and apply the principles and practices of concept attainment. The product is adaptable for grades Kindergarten through 12, and its principles could be applied to almost any subject area. The technical quality of the manuals is good; they are sturdily bound and the print is clear. The films are somewhat marred by slightly blurry sound and pictures. Handwriting, as shown in the film, is almost impossible to read.

Content accuracy/social fairness/community acceptance issues:

While the main thrust of the product is to present theory and practice rather than factual information, the content material is the result of research and practical application. The information is current.

The children and adults shown in the films appear to be predominantly middle class and white. There is one Spanish child and one possible Oriental. There were no Black faces. There was no sex bias.

The content is controversial to the extent that some may disagree with this theory of teaching and with far more emphasis on what they might consider to be the "basics."

Overall summary/comment:

On the whole the product is very well designed, well organized, and persuasive. The techniques and principles as shown in the films are both interesting and illustrative. The fact that the films show very small groups of what appear to be highly motivated, intelligent, model children could lessen the value of the program for those who might be concerned with how such a program might function with large groups of less organized children. However, the manual states that the program has been used effectively with large groups and with disadvantaged children.

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